

## **DSA Assessment Team Meeting October 8, 2018 Minutes**

**Present:** Debbi Almond, Byron Schlather, Raye Leigh Stone, Mark Haven, Kyle McCracken, Kari Keller Becker, Connie Langellier, Judd Moody, Darby Roberts, Kelly Cox, Eric Webb, Ligia Perez, Amanda Dyer, Jana Corley, Jerry Smith, Ashley Drake, and Alyce Odasso.

**Absent:** Disability Services, DoIT, Multicultural Services, Music Activities, Offices of the Dean of Student Life, and Student Activities.

### **Guest Speaker – Dr. Alicia Dorsey, with Office of Institutional Effectiveness and Evaluation:**

- SACSCOC reviews standards every 10 years and the last review there were some changes made, which now has units identified as 8.2c or 7.3.
- In summer 2018 we had our 5-year review, and Texas A&M went through that in good shape! We were able to show continual improvement and institutional effectiveness.
- The next review for all academic and support units will be September 2021, with an onsite visit in spring 2022.
  - At that point we must show a complete cycle, which can take 3-4 years; which means our 17-18 assessment plans that were just turned in are those plans that are 4 years out.
  - A complete cycle includes gathering data, using that data to develop action plans for continual improvement, implementing changes, gathering data to show if the changes made an improvement or not. We must show that we closed the loop.
- Those units identified as 8.2c (academic & support units) must show a couple things:
  - How they contribute to student success; it may be necessary to specifically explain how you contribute to student success.
  - Ensure all students are supported so there needs to be an increase in attention to unique populations. SACSCOC mandates some unique student populations including online students, students at different locations, our face-to-face CS students, and different levels (undergrads, grads, and professional students). We may also look at different populations as a campus such as first generation students or under-represented students.
- Ultimately, our assessment plans are a persuasive document to show we know what we are doing and that we are working to continually improve our efforts. We need to keep this in mind and show how we do this.
- Our assessment plans should focus on the quality of what we offer, how we contribute to student success, and how we continue to make improvements.

### **A-Team Reflection and Discussion:**

- What different ways have you looked at your data in your department?
  - Some talked about points of time – look at some data annually or each semester while other data may be looked at hourly in terms of demands of services needed.
  - Use card swipe data to look at demographics and the students served.
  - Look at data programmatically to determine if it is achieving its intended purpose.

### **Discussion:**

- Student Life Studies projects (projected vs. actual)
  - Kelly shared the updated numbers of projects projected by departments vs. the actual projects that SLS did each year.
    - 148 projected projects in 2014-2015 vs. 289 actual projects
    - 181 projected projects in 2015-2016 vs. 288 actual projects
    - 237 projected projects in 2016-2017 vs. 344 actual projects
    - 251 projected projects in 2017-2018 vs. 363 actual projects
    - There were 302 projected projects for this current year (2018-2019)

- Data Analysis – in an effort to ensure all departments in the division are on the same page, Student Life Studies developed a couple new documents.
  - Guidelines for DSA Departments Requesting Retention or GPR Analysis (attached with minutes)
    - This provides some context for what the university looks at when reporting retention, which has a narrow focus by looking at first-time, full-time (FTFT) undergraduate students who start in the fall term and who reenroll the following fall term at Texas A&M.
    - While retention is a focus of the institution, it does not make sense to look at this for all activities or student groups. This document provides guidance on factors to consider such as if the experience is meaningful, time spent engaging with students, and purpose of the experience.
    - If requests are made for SLS to run retention information for areas that do not make sense, we will push back to staff members to ask some questions to understand more about the program or request. If it would still seem that it does not make sense to run such analysis, SLS will inform the requesting staff members, but include DSA Assessment Team members, directors, and possible their reporting AVP. The intent is for SLS to be the voice saying no so a staff member is not put in a position to tell their director no when they may not feel they can say that or know how to articulate why it should not be done.
    - Information has been shared with OVPSA and will be shared with directors at an upcoming VPM.
  - Glossary of Terms (final version to be sent out soon)
    - In looking at various terms used by different areas inside Texas A&M as well as entities outside of the institution, Student Life Studies is working to develop some common terms and definitions so when someone is talking about a freshmen, they are meaning a student with 1-29 credit hours regardless of how many semesters they may have been enrolled, as an example.
    - Ligia is working to finalize this list to be similar to the language used by others at Texas A&M. A revised list will be sent out in the next couple weeks with any final edits from OIEE.
- Excel for Quantitative Analysis
  - Ligia is looking at offering hands-on training for staff on using Excel to perform some analysis tasks. She was considering offering short time periods of 45 minutes to an hour and having them be hands-on so participants would work on a computer with the same data set she provides. These would be open to any staff member in the division.
  - She wanted some feedback on the interest and thoughts on scheduling. A couple expressed interest in the topic. One suggested looking at using a doodle to identify dates/times for those who were interested.
- 2017-2018 Assessment Plans – these were due to Student Life Studies by October 1.
  - One staff member from SLS will read your assessment plan and send feedback back to you by November 1 at the latest. Several staff have already started reading these or have time blocked to read plans and get feedback back to departments in the coming weeks.
  - SLS is using the same guidelines that OIEE uses when reviewing plans for the institution. Feedback we provide will be coming from these guidelines so we have all our plans in good shape before they are given to OIEE.
  - Final assessment plans, with any changes made based on feedback from today's meeting with Alicia Dorsey or from SLS is due back to SLS by November 16.

#### **Announcements:**

- New project reports, blogs, and podcasts posted on the SLS website
- Upcoming assessment projects with departments, division, or campus?

#### **Reminders and Due Dates:**

- Upcoming Assessment Team meetings: November 12, December 10, January 14, February 11, March 11, April 8, May 13, June 10, July 8, and August 12
- Upcoming due dates:
  - Final assessment plans due to SLS by November 16
  - Annual reports due to OVPSA by November 19
  - 2018-2019 assessment plans (outcomes, measures, targets) due to SLS by Dec. 21